

APPENDICES



Appendix 1: List of Lesson Plans

Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMAN 1 SINGARAJA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/ Semester	: X/GANJIL
Materi Pokok	: CONGRATULATIONS AND COMPLIMENTS
Alokasi Waktu	: 90 MENIT

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan dan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.	3.2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Siswa mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan dan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.
2. Siswa mampu menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan

menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Giving Congratulations

Congratulations are words expressing praise for an achievement or good wishes on a special occasion. Saying congratulations is one of the best ways to let a person know that you are proud of him.

a) **Social function** of congratulating someone:

- To develop interaction and communication with others.
- To express our happiness or positive feelings about their success, and also to maintain good relationship among friends, classmates, fellow workers, colleagues, etc.
- To respond someone's achievement or success.

b) **Structure of congratulations**

When we give congratulations, we may say more than one word or one sentence. Look at the following example!

Congratulations! You are great.

Congratulating Extension

The extension can be expression of complimenting.

In dialogue, we can conclude that the structure of congratulating someone is:

A: giving congratulations

B: thanking

c) **Language features** of giving congratulations

The following are some expressions of congratulations.

- a. May we congratulate you on ...
- b. I must congratulate you on ...
- c. I congratulate you on...
- d. Please accept my warmest congratulations.
- e. Congratulations on your ...
- f. This calls for a celebration.

- We can use the following responses.

a. Thank you very much.

- b. That's very kind of you.
- c. Oh, its nothing special, actually.
- d. Congratulations!
- e. Well done or great job.

2. Giving compliments

Everyone likes compliments. Compliments make people feel good about themselves and we all need that at times. People usually add compliments when they congratulate someone. A compliment is expression of praise or admiration. A compliment is a remark expressing admiration, approval or respect. Giving compliment is telling something nice to or about someone. To compliments means to tell someone that you like the way they look or that you are pleased with something they have done.

a. Social Function of Giving Compliment

- 1. To improve relationship between people
- 2. To give compliment or encouragement.

Most compliments are used to express attention. If you often compliment your friends, it means that you are a good at attentive person. People usually add compliments when they congratulate someone.

b. Language Features of Giving Compliments

Compliment for Appearance/Things Worn	Compliments for Performance	Compliments for Achievements
<ul style="list-style-type: none"> • I really like your hair • That's a lovely dress • You look so beautiful. • I think you look good in white • I love your jacket. • What a beautiful hat! • It looks good on you. 	<ul style="list-style-type: none"> • I think you are very great • That was a nice performance • You are really a good singer • You are wonderful on the stage. • You are doing great. You did great. • It's very interesting 	<ul style="list-style-type: none"> • Great job. • You are a great teacher. • You are clever. • How genius you are! • You are really did well.

c. Structure of giving Compliment

When we give compliment, we can add one sentence after the compliment. Look at the structure bellow!

Your hair is nice. It suits on your face.

Complimenting extension

a. Noun phrase + is/look + (really) + adjective

Example: Your dress is really beautiful

b. I + (really) + like/love + noun phrase

Example: I really like your dress

c. Pronoun + is+ (really) + noun phrase

Example: That's a really nice painting

E. Pendekatan, Model, dan Strategi Pembelajaran

Pendekatan : Scientific Approach

Metode : Communicative approach

F. Madia/alat/bahan/sumber

1. Media :

-Power Point

2. Alat/Bahan :

-Laptop, HP

3. Sumber Belajar

Video: (<https://youtu.be/Y2uzreTQmrA>), (<https://youtu.be/uy0GjmKz02c>)

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (15 Menit)

a. Guru membuka pelajaran dengan mengucapkan salam pembuka dan doa, melakukan orientasi, apersepsi, dan motivasi melalui *Google Clasroom*.

Guru memeriksa kehadiran siswa melalui link yang disediakan di *Google Classroom*.

Mengajukan pertanyaan-pertanyaan yang terkait ungkapan memparkan niat.

- b. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti (70 Menit)

Fase 1 : Stimulation (Pemberian stimulus)

Mengamati (Sikap Tanggung Jawab)

- a. Guru memberikan tayangan dan informasi yang melibatkan tindakan memberikan dan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya melalui *Google Classroom*.
- b. Siswa mengamati video percakapan ungkapan memberikan ucapan selamat dan memuji yang dikirimkan oleh guru di *Google Classroom*. (<https://youtu.be/Y2uzreTQmrA>).
- c. Guru memberikan motivasi dan instruksi untuk mengamati dan mempelajari terkait dengan tayangan dan informasi tambahan yang melibatkan tindakan memberikan dan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya melalui *Google Classroom*.
- d. Siswa mengamati karakteristik bahasa yang digunakan untuk memberikan ucapan selamat dan memuji melalui *Google Classroom*.
- e. Siswa mengamati contoh ungkapan memberikan ucapan selamat dan memuji melalui video yang diberikan di *Google Classroom*.

Fase 2 : Problem Satatement (Identifikasi Masalah)

Menanya (Sikap Santun)

- a. Siswa melakukan tanya jawab secara daring terkait apersepsi yang diberikan oleh Guru setelah mengamati dan mempelajari terkait dengan tayangan dan informasi tambahan yang melibatkan tindakan memberikan dan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya melalui *Google Classroom*.

Fase 3 : Data Collecting (Mengumpulkan Data)

Mengeksplorasi (Sikap Kerja Sama)

- a. Melalui diskusi siswa mengumpulkan seluruh data mengenai fungsi sosial, struktur teks dan unsur kebahasaan ungkapan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi sesuai dengan konteks penggunaannya melalui *Google Classroom*.

Fase 4 : Data Processing (Mengolah Data)

Mengasosiasi (Sikap Responsif)

- a. Siswa mengolah data klasifikasi struktur teks dan unsur kebahasaan untuk ungkapan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi sesuai dengan konteks penggunaannya melalui *Google Classroom*.
- b. Siswa menjawab pertanyaan-pertanyaan bacaan tentang berbagai aspek teks dari karakteristik, struktur, penggunaan, hingga isi teks berdasarkan hasil diskusi

Fase 5 : Verification (Menguji Hasil)

Mengkomunikasikan

- a. Guru meminta siswa untuk membuat kelompok daring terdiri dari maksimal 4 orang.
- b. Guru membagikan gambar tentang congratulation dan menyuruh siswa untuk membuat percakapan singkat dan jelas berdasarkan tema yang mereka dapatkan.
- c. Perwakilan kelompok menyampaikan hasilnya di *Google Meet* lalu setelah itu mengumpulkannya di *Google Classroom*

3. Kegiatan Penutup (5 Menit)

- a. Siswa dan Guru bersama-sama membuat kesimpulan tentang materi yang telah dipelajari di *Google Classroom*.
- b. Guru memotivasi peserta didik untuk menerapkan ungkapan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi sesuai dengan konteks penggunaannya melalui *Google classroom*.
- c. Guru menutup pelajaran dengan mengucapkan salam dan doa.

H. Penilaian Hasil Belajar

1) Penilaian Spiritual dan Sikap Sosial

- a. Teknik : Observasi/pengamatan

b. Sikap yang dinilai : Ketaqwaan, sopan santun, responsif, kerja sama, disiplin

c. Observasi : Jurnal guru

2) Penilaian Pengetahuan

3.2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.

Teknik : Mengisi Teks Rumpang

b. Bentuk : Tes tulis (ketik). c. Instrument:

Choose the correct answer

1. The following are the expression of congratulations, except ...

Congratulations!

I congratulate you on your success

Best wishes for your next journey

I am sorry to hear that .

2. How would you congratulate someone who wins a competition?

Happy graduation!

Happy birthday!

Congratulations for winning the competition! .

Congratulations on your promotion!

3. Dina : Mom, I finally passed the exam

Mother: _____

Well done, Dina! Congrats! .

Don't worry, **Dina!**

Thank you, Dina!

I am sorry, **Dina!**

4. Dear Santi, Congratulations on your success on the college entrance exam. May today success be just the beginning of your long life achievement and happiness. Remember the challenge is waiting for you in the college. Nevertheless, I believe that you can handle it well. Good luck! Your best friend, Dewi. The purpose of the text above is

....

To congratulate someone .

To entertain someone

To persuade someone

To invite someone

5. Dwi : How is your work?

Azura : I have finished my first novel

Dwi : Wow ...

Azura : Thank you

That's too bad

Congratulations! .

Thank you

Don't worry!

6. What is a proper respond when someone compliments your looking?

Really? I don't think so

I am actually not

Thanks, I appreciate that .

No, you're lying!

7. Audrey : I just bought a new gown. What do you think about it?

Lala :

Audrey: Thanks.

I don't know

What a pretty gown! .

Where did you buy it?

How much it cost?

8. Joy : That is a really machine.

Gilsa : Thank you Joy. It's old but it's still working well.

Bad

Ugly

Cheap

Fancy .

9. The following sentences are compliments, except...

You look amazing!

You look gorgeous!

I like your outfit!

I have a new phone .

10. A compliment is...

To praise someone/others .

To describe someone

To entertain the reader

To tell a sequence of events

❖ EXPECTED ANSWER

1. D 6. C

1. C 7. B

2. A 8. D

3. A 9. D
4. B 10. A

d. Pedoman Penskoran :

$$\text{Total Score} = \frac{\text{Score}}{\text{Max.Score}} \times 100$$

3) Pedoman Keterampilan

Indikator

4.2.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- a. Teknik Penilaian : Membuat percakapan
b. Bentuk Penilaian : Unjuk Kerja / Melakukan Percakapan
c. Instrumen Penilaian
:

Make a short and clear conversation based on the pictures given!



d. . Pedoman Penskoran

:

Penilaian Keterampilan Lisan

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent Good Fair	A B C
2	Intonasi	Excellent Good Fair	A B C
3	Ketelitian	Excellent Good Fair	A B C
4	Kelancaran	Excellent Good Fair	A B C
5	Action	Excellent Good Fair	A B C

Singaraja, 12 Oktober 2020

Guru Mata Pelajaran,



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Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMAN 1 SINGARAJA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/ Semester	: X/GANJIL
Materi Pokok	: EXPRESSING INTENTION
Alokasi Waktu	: 90 Menit (2 Jam Pelajaran)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	3.3.1 Mengemukakan fungsi sosial teks interaksi transaksional lisan dan

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>).</p>	<p>tulis tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.</p> <p>3.3.2 Menentukan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.</p>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1 Menyusun ungkapan-ungkapan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.</p>

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu sesuai dengan konteks penggunaannya
2. Menanggapi ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

D. Materi Pembelajaran

Materi pembelajaran regular

Interaksi antara guru dan peserta didik daring maupun tatap muka yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku.

- **Fungsi Sosial**

Untuk menyatakan rencana atau sesuatu yang ingin dilakukan di masa depan.

- **Struktur Teks**

Memulai dan menanggapi teks interpersonal lisan dan tulis.

- **Unsur Kebahasaan**

Simple Future Tense to Express Intention

- **Be going to =Akan/Mau**

I am going to watch movie.

I am not going to watch movie.

Are you going to market?

Will = Akan/Mau

So many stuffs you are carrying. I will help you

(Begitu banyak barang yang kamu bawa. Saya akan membantu kamu.)

Your sister is in Jakarta now. Will you call her?

(Kakak Perempuan kamu berada di Jakarta sekarang. Akankah kamu menelpon dia?)

Your score is bad. What will you say to your parents?

(Nilaimu buruk. Apa yang akan kamu katakan kepada orang tuamu?)

E. Pendekatan, Model, dan Strategi Pembelajaran

Pendekatan : Saintifik

Model : Discovery learning (Penemuan)

Strategi : Kolaborasi, diskusi

F. Media/alat/bahan/sumber

4. Media :

-Power Point

5. Alat/Bahan :

-Laptop, HP

6. Sumber Belajar

Video: (<https://youtu.be/zg5H9VPr8CY>), (<https://youtu.be/vxDk-R8HoNc>)

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (15 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam pembuka dan doa, melakukan orientasi, apersepsi, dan motivasi melalui *Google Classroom*.
- b. Guru memeriksa kehadiran siswa melalui link yang disediakan di *Google Classroom*.
- c. Mengajukan pertanyaan-pertanyaan yang terkait ungkapan memaparkan niat.
- d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti (70 Menit)

Fase 1 : Stimulation (Pemberian stimulus)

Mengamati (Sikap Tanggung Jawab)

- a. Guru memberikan tayangan dan informasi yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan melalui *Google Classroom*.
- b. Guru memberikan motivasi dan instruksi untuk mengamati dan mempelajari terkait dengan tayangan dan informasi tambahan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan melalui *Google Classroom*.
- c. Siswa mengamati tayangan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan melalui *Google Classroom*.
- d. Siswa mengamati karakteristik bahasa yang digunakan untuk memaparkan niat melalui *Google Classroom*.
- e. Siswa mengamati contoh ungkapan memaparkan niat melakukan suatu tindakan melalui *Google Classroom*.

Fase 2 : Problem Satatement (Identifikasi Masalah)

Menanya (Sikap Santun)

1. Siswa kembali melakukan tanya jawab secara daring terkait apersepsi yang diberikan oleh Guru setelah mengamati dan mempelajari terkait dengan tayangan dan informasi tambahan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan melalui *Google Classroom*.

Fase 3 : Data Collecting (Mengumpulkan Data)

Mengeksplorasi (Sikap Kerja Sama)

1. Melalui diskusi siswa mengumpulkan seluruh data mengenai fungsi sosial, struktur teks dan unsur kebahasaan ungkapan menanyakan, memaparkan dan merespon niat melakukan suatu tindakan di *Google Classroom*.

Fase 4 : Data Processing (Mengolah Data)

Mengasosiasi (Sikap Responsif)

- a. Siswa mengolah data klasifikasi struktur teks dan unsur kebahasaan untuk menanyakan, memaparkan, dan merespon ungkapan memaparkan niat melakukan suatu tindakan melalui *Google Classroom*.
- b. Siswa menjawab pertanyaan-pertanyaan bacaan tentang berbagai aspek teks dari karakteristik, struktur, penggunaan, hingga isi teks berdasarkan hasil diskusi
- c. Siswa secara berpasangan (daring) merancang teks lisan interpersonal sederhana dan singkat mengenai menanyakan, memaparkan, dan merespon sesuai dengan struktur teks dan unsur kebahasaan ungkapan memaparkan niat melakukan suatu tindakan.

Fase 5 : Verification (Menguji Hasil)

Mengkomunikasikan

1. Siswa membuktikan pemahamannya dengan mengkomunikasikan jawaban-jawaban dari pertanyaan berdasarkan bacaan dari hasil diskusi.
2. Siswa mempresentasikan dialog interpersonal sederhana dan singkat mengenai ungkapan menanyakan, memaparkan, dan merespon niat melakukan suatu tindakan.

3. Kegiatan Penutup (5 Menit)

- a. Siswa dan Guru bersama-sama membuat kesimpulan tentang materi yang telah dipelajari di *Google Classroom*.
- b. Guru memotivasi peserta didik untuk menerapkan ungkapan memaparkan, niat melakukan sesuatu tindakan dalam kehidupan sehari-hari di *Google classroom*.
- c. Guru menyampaikan kegiatan pembelajaran yang akan datang tentang modal phrases untuk memaparkan niat melakukan suatu tindakan.
- d. Guru menutup pelajaran dengan mengucapkan salam dan doa.

H. Penilaian Hasil Belajar

4) Penilaian Spiritual dan Sikap Sosial

- a. Teknik : Observasi/pengamatan
- b. Sikap yang dinilai : Ketaqwaan, sopan santun, responsif, kerja sama, disiplin
- c. Observasi : Jurnal guru

5) Penilaian Pengetahuan

Indikator

3.3.1. Mengemukakan fungsi sosial teks interaksi transaksional lisan dan tulis tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

3.3.2. Menentukan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.

- a. Teknik : Mengisi Teks Rumpang
- b. Bentuk : Tes tulis (ketik)
- c. Instrument:

Complete the jumble sentence with suitable expression.

Sarah : Hello Ali, (1) _____ do this weekend? (Plan in the future)

Ali : Hello, (2) _____ visit my grandmother in Jakarta. How about you? (Plan in the future)

Sarah : Well, I still do not have any plan for the weekend.

Ali : (3) _____ go to museum? (Sudden Intention: Question)

Sarah : That is a good idea. But, I have to do my homework. Have you done your homework?

Ali : Not yet, (4) _____ do them this evening. (Sudden Intention)

Sarah : Well, can we do together?

Ali : Yes, of course.

Sarah : Okay, great. (5) _____ to your house at 4 P.M then. (Sudden Intention)

Ali : I (6) _____ be waiting for. (Sudden Intention)

Kunci Jawaban

Sarah : Hello Ali, (1) What are you going to do this weekend? (Plan in the future)

Ali : Hello, (2) I am going to visit my grandmother in Jakarta. How about you?
(Plan in the future)

Sarah : Well, I still do not have any plan for the weekend.

Ali : (3) Will you go to museum? (Sudden Intention: Question)

Sarah : That is a good idea. But, I have to do my homework. Have you done your homework?

Ali : Not yet, (4) I will do them this evening. (Sudden Intention)

Sarah : Well, can we do together?

Ali : Yes, of course.

Sarah : Okay, great. (5) I will go to your house at 4 P.M then. (Sudden Intention)

Ali : I will be waiting for. (Sudden Intention)

d. Pedoman Penskoran :

Rubrik Tes Tertulis

No Soal	Keterangan Penskoran	Skor
1	Tepat	3
	Kurang Tepat	2
	Tidak Tepat	1
2	Tepat	3
	Kurang Tepat	2
	Tidak Tepat	1
3	Tepat	3
	Kurang Tepat	2
	Tidak Tepat	1
4	Tepat	3

	Kurang Tepat	2
	Tidak Tepat	1
5	Tepat	3
	Kurang Tepat	2
	Tidak Tepat	1
	Tepat	3
	Kurang Tepat	2
	Tidak Tepat	1

Pedoman Skor

Kriteria Penilaian

Skor per item	: 1 s.d. 3	91 ≤ Nilai ≤ 100	: A (Sangat Baik)
Skor Maksimal	: 12	79 ≤ Nilai ≤ 90	: B (Baik)
		70 ≤ Nilai ≤ 78	: C (Cukup)
		Nilai < 70	: K (Kurang)

6) Pedoman Keterampilan

Indikator

4.3.1. Menyusun ungkapan-ungkapan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

- a. Teknik Penilaian : Test Lisan
- b. Bentuk Penilaian : Unjuk Kerja / Melakukan Percakapan
- c. Instrumen Penilaian :

A. Instructions

Good Morning, Students! In order to check your understanding about the material you learned before, please make up a mini dialogue lisan relating to the situations given below (choose 1 situation only)! Read the answer of number 1 as an example!

1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.

A: I am going to do my biology project at the library after school. Rina, are you going to do that today, too?

B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.

B. The situations

1. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds.

2. A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going.

3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning.

d. Pedoman Penskoran:

No	Aspect of Scoring	Scoring		
		Low (1)	Average (2)	Good (3)
1	Accuracy			
2	Vocabulary			
3	Fluency			
4	Pronunciation			
	Total			
	Total Score			

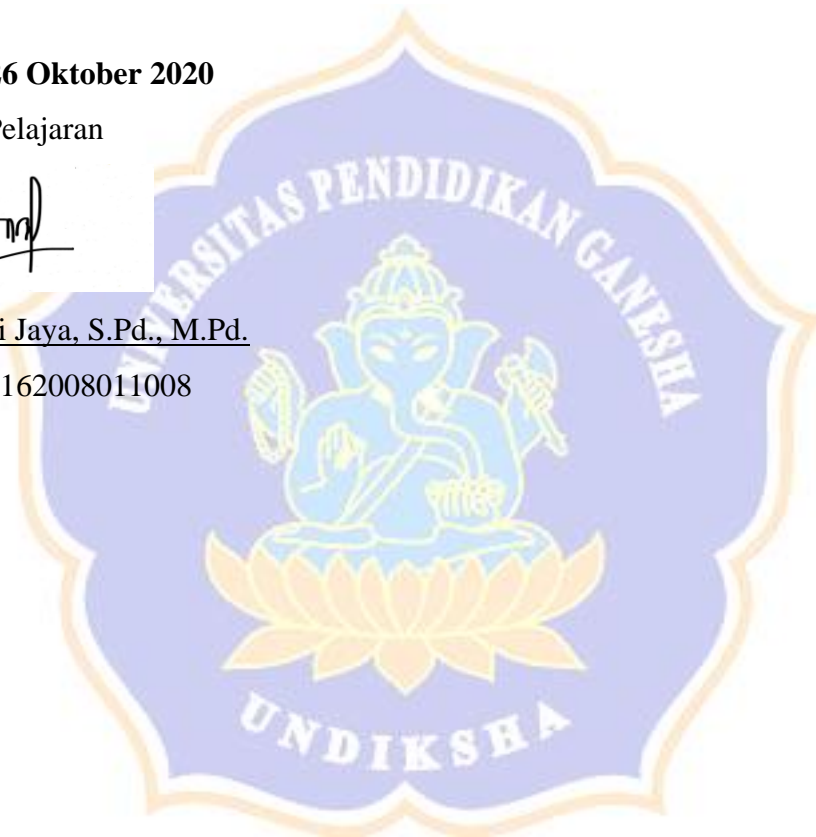
Singaraja, 26 Oktober 2020

Guru Mata Pelajaran



Gede Buddhi Jaya, S.Pd., M.Pd.

NIP. 198109162008011008



Lesson Plan 3

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMAN 1 SINGARAJA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/ Semester	: X/GANJIL
Materi Pokok	: DESCRIBING A TOURIST ATTRACTION
Alokasi Waktu	: 90 Menit (2 Jam Pelajaran)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi	

dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	
4.4 Teks deskriptif	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>

C. Tujuan pembelajaran :

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur teks kebahasaan deskriptif tentang pariwisata atau bangunan bersejarah.
2. Siswa dapat mengidentifikasi contoh-contoh teks deskriptif tentang tempat pariwisata atau bangunan bersejarah.
3. Siswa dapat membuat teks deskriptif dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Materi pembelajaran

Struktur Descriptive Text (*generic structure*) adalah:

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- (3) Kata kerja bentuk pertama (present tense)
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

Contoh teks descriptive:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important item in Indonesian agricultural tradition. The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed

E. Pendekatan, Model, dan Strategi Pembelajaran

Pendekatan : Saintifik

Model : *CIRC (Cooperative Integrated Reading and Composition)*

Strategi : *TBL (Task Based Learning), Diskusi, Tanya-jawab, dan Presentasi*

F. Madia/alat/bahan/sumber

7. Media :

- Video

-Power Point Presentation

8. Alat/Bahan :

-Laptop. Komputer, Tablet

-HP

9. Sumber Belajar

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

2. *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013*

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html>

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (15 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam pembuka dan doa, melakukan orientasi, apersepsi, dan motivasi melalui *Google Classroom*.
- b. Guru memeriksa kehadiran siswa melalui link yang disediakan di *Google Classroom*.
- c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (70 Menit)

Fase 1 : Stimulation (Pemberian stimulus)

Mengamati (Sikap Tanggung Jawab)

- a. Guru memberikan tayangan dan informasi yang melibatkan teks descriptive tentang tempat wisata dan bangunan bersejarah terkenal melalui *Google Classroom*.
- b. Guru memberikan motivasi dan instruksi untuk mengamati dan mempelajari terkait dengan tayangan dan informasi tambahan yang melibatkan teks descriptive tentang tempat wisata dan bangunan bersejarah terkenal melalui *Google Classroom*.
- c. Siswa mengamati tayangan dan informasi tambahan tentang tempat wisata dan bangunan bersejarah terkenal melalui *Google Classroom*.

Fase 2 : Problem Satatement (Identifikasi Masalah)

Menanya (Sikap Santun)

- a. Siswa kembali melakukan tanya jawab secara daring terkait apersepsi yang diberikan oleh Guru setelah mengamati dan mempelajari terkait dengan tayangan dan informasi

tambahan tentang deskripsi tempat wisata dan bangunan bersejarah terkenal melalui *Google Classroom*.

Fase 3 : Data Collecting (Mengumpulkan Data)

Mengeksplorasi (Sikap Kerja Sama)

- a. Melalui diskusi siswa mengumpulkan seluruh data fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya di *Google Classroom*.

Fase 4 : Data Processing (Mengolah Data)

Mengasosiasi (Sikap Responsif)

1. Dalam kerja kelompok (daring) siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya..

Fase 5 : Verification (Menguji Hasil)

Mengkomunikasikan

4. Siswa membuktikan pemahamannya dengan mengkomunikasikan jawaban-jawaban dari pertanyaan berdasarkan bacaan dari hasil diskusi.
5. Siswa menyampaikan hasil kerja kelompok (daring) tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.

3. Kegiatan Penutup (5 Menit)

- a. Siswa dan Guru bersama-sama membuat kesimpulan tentang materi yang telah dipelajari di *Google Classroom*.
- b. Guru memotivasi peserta didik untuk menerapkan ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang sesuai dengan konteks penggunaannya di *Google classroom*.
- c. Guru menutup pelajaran dengan mengucapkan salam dan doa.

H. Penilaian Hasil Belajar

7) Penilaian Spiritual dan Sikap Sosial

- a. Teknik : Observasi/pengamatan

- b. Sikap yang dinilai : Ketaqwaan, sopan santun, responsif, kerja sama, disiplin
- c. Observasi : Jurnal guru

1) Penilaian Pengetahuan

Indikator

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

- a. Teknik : Soal latihan pilihan ganda
- b. Bentuk : Tes tulis (ketik)
- c. Instrument:

Taj Mahal

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Instruction:

Read the text above in one minute and choose A, B, C, or D to answer questions numbers 2 – 4.

1. What is the text about?

- a. Taj Mahal
- b. Agra
- c. Mosque
- d. The Jamuna River

2. Who built Taj Mahal?

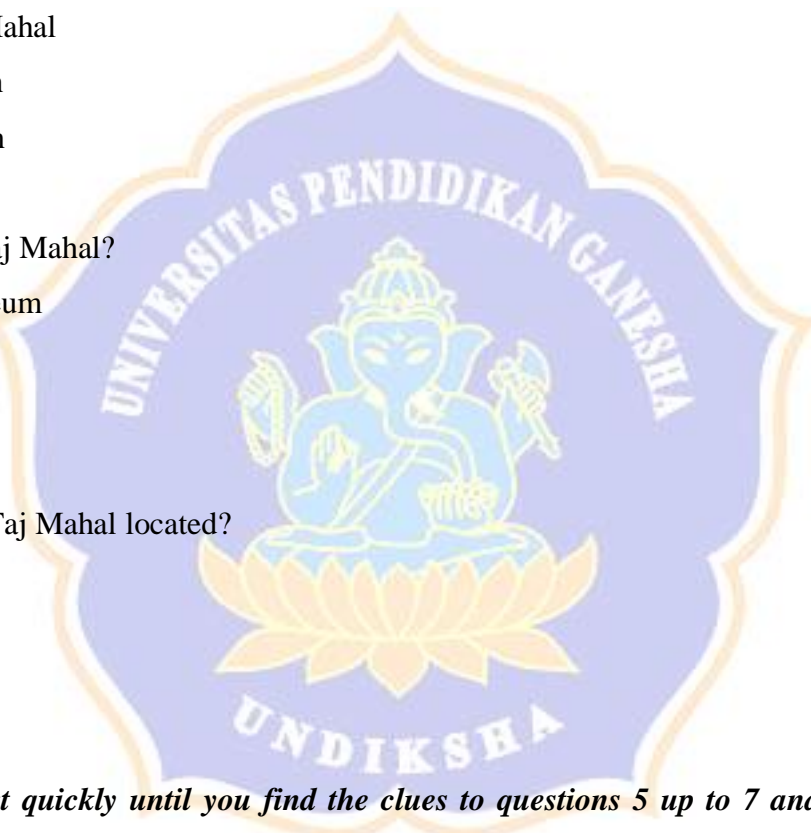
- a. Mumtaz Mahal
- b. The Queen
- c. Shah Jahan
- d. Agra

3. What is Taj Mahal?

- a. A Mausoleum
- b. A Mosque
- c. A Garden
- d. A Mall

4. Where is Taj Mahal located?

- a. Agra
- b. Jamuna
- c. Jahan
- d. Mumtaz



Read the text quickly until you find the clues to questions 5 up to 7 and then read carefully the sentences containing the information.

5. How long the diameter of Taj Mahal's dome?

- a. 58 feet
- b. 213 feet
- c. 186 feet
- d. 160 feet

6. What is the concept that used in designing Taj Mahal?

- a. Self-replicating geometry

- b. Interlocking arabesque
 - c. Unequal octagon
 - d. Square platform
7. How can Taj Mahal seem glow in the light of the moon?
- a. Because it has magic
 - b. Because it has miniarets
 - c. Because it is made of marble
 - d. Because of the interlocking arabesque concept

Kunci Jawaban pilihan ganda:

- 1) A
- 2) C
- 3) A
- 4) A
- 5) A
- 6) B
- 7) C

d. Pedoman Penskoran:

$$\text{Total Score} = \frac{\text{Score}}{\text{Max.Score}} \times 100$$

8) Pedoman Keterampilan

Indikator

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

- a. Teknik Penilaian : Test Lisan
- b. Bentuk Penilaian : Unjuk Kerja / Melakukan Percakapan
- c. Instrumen Penilaian :

- 1. Melakukan monolog tentang deskripsi tempat wisata secara virtual
- 2. Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif

d. Pedoman Penskoran:

No	Aspect of Scoring	Scoring		
		Low (1)	Average (2)	Good (3)
1	Accuracy			

2	Vocabulary			
3	Fluency			
4	Pronunciation			
	Total			
	Total Score			

Singaraja, 23 November 2020

Guru Mata Pelajaran



Gede Buddhi Jaya, S.Pd., M.Pd.

NIP. 198109162008011008



Lesson Plan 4

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMAN 1 SINGARAJA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/ Semester	: X/GANJIL
Materi Pokok	: ANNOUNCEMENT
Alokasi Waktu	: 90 Menit (2 Jam Pelajaran)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan	

(announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	
4.5 Teks pemberitahuan (announcement)	<p>4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>

B. Tujuan pembelajaran :

Setelah mempelajari Bab 9, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*).
2. Merespon makna teks pemberitahuan (*announcement*).
3. Menyusun teks tulis pemberitahuan (*announcement*)

C. Materi Pembelajaran

Teks tulis pemberitahuan (announcement)

a written or spoken statement that tells people about something : public or formal words that announce something

1. Fungsi sosial

Menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor, pengusaha dan pelanggan dsb. dengan cara menulis pemberitahuan tentang peristiwa penting, seperti kelahiran, perkawinan, wisuda, pindah ke gedung baru, dsb.

2. Struktur text(gagasan utama dan informasi rinci)

- Title: Ini adalah bagian yang paling penting karena mewakili isi keseluruhan dari pengumuman tersebut. Meski begitu kadang tidak disebutkan dengan jelas.
- Explanation: Penjelasan lebih lanjut tentang pengumuman tersebut. Biasanya terdiri dari informasi dasar yang mencakup: jenis kegiatan, waktu, tempat, dan partisipan.

3. Unsur kebahasaan

- Ungkapan dan kosa kata yang lazim digunakan announcement (pemberitahuan)
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan

Parts of an announcement

- ❖ Title
- ❖ Service or product's name
- ❖ Logo
- ❖ Photo
- ❖ Text

Contoh teks announcement:

Announcement to All staff

It's that time of year again. As you all know, Christmas is our busiest season of the year. Every year it is a struggle for management and supervisors to find the time and energy to organize a staff Christmas party. This year, we have decided to postpone the Christmas party until after our busy season.

Party Details:

- Date : Second or third Saturday in January
- Theme : Beach
- Food : Caribbean
- Special events : Karaoke and happy dancing

We apologize that the celebration will have to wait until the new year. Anyone interested to help out with the event is encouraged to call Lucy. Lucy's cell phone number is 222-3098. Please contact Lucy outside business hours regarding this matter.

Thank you,
Management

E. Pendekatan, Model, dan Strategi Pembelajaran

Pendekatan : Saintifik
Model : Project-Based learning
Strategi : Kolaborasi, tanya-jawab

F. Media/alat/bahan/sumber

10. Media :

-Power Point

11. Alat/Bahan :

-Laptop, HP

12. Sumber Belajar

ANNOUNCEMENT: Pengertian, Generic Structure, dan Contohnya
([http://freeenglishcourse.info/announcement- pengertian-generic-structure-dan-contohnya/](http://freeenglishcourse.info/announcement-pengertian-generic-structure-dan-contohnya/))

1. Kegiatan Pendahuluan (15 Menit)

a. Guru membuka pelajaran dengan mengucapkan salam pembuka dan doa, melakukan orientasi, apersepsi, dan motivasi melalui *Google Classroom*.

b. Guru memeriksa kehadiran siswa melalui link yang disediakan di *Google Classroom*.

c. Mengajukan pertanyaan-pertanyaan yang terkait ungkapan memparkan niat.

d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti (70 Menit)

Fase 1 : Stimulation (Pemberian stimulus)

Mengamati (Sikap Tanggung Jawab)

1. Siswa mencari teks tulis berbentuk pemberitahuan (*announcement*), bisa termasuk yang menggunakan bahasa Indonesia di internet.
2. Siswa mengumpulkan hasil gambar dan foto teks tulis berbentuk pemberitahuan (*announcement*) dari internet melalui *Google Classroom*.
3. Siswa memberikan komentar dan pandangannya tentang fungsi teks tulis berbentuk pemberitahuan (*announcement*), ketepatan unsur kebahasaannya, format, tampilan, dsb melalui *Google Classroom*.

Fase 2 : Problem Satatement (Identifikasi Masalah)

Menanya (Sikap Santun)

1. Dengan bimbingan dan arahan guru secara daring, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks tulis berbentuk pemberitahuan (*announcement*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb melalui kolom komentar di Google Classroom.

Fase 3 : Data Collecting (Mengumpulkan Data)

Mengeksplorasi (Sikap Kerja Sama)

1. Melalui diskusi siswa mengumpulkan seluruh data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks tulis berbentuk pemberitahuan (*announcement*) di *Google Classroom*.

Fase 4 : Data Processing (Mengolah Data)

Mengasosiasi (Sikap Responsif)

1. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (*announcement*) yang telah dikumpulkan dari berbagai sumber tersebut di atas melalui *Google Classroom*.
2. Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (*announcement*) yang telah dipelajari tersebut di atas dengan yang ada di sumber- sumber lain, atau dengan yang digunakan dalam bahasa lain.
3. Siswa memperoleh umpan balik berupa (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan melalui *Google Classroom*.

Fase 5 : Verification (Menguji Hasil)

Mengkomunikasikan

1. Siswa membuat teks tulis berbentuk pemberitahuan (*announcement*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.
2. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar,

serta tulisan yang jelas dan rapi.

3. Kegiatan Penutup (5 Menit)

- a. Siswa dan Guru bersama-sama membuat kesimpulan tentang materi yang telah dipelajari di *Google Classroom*.
- b. Guru memotivasi peserta didik untuk menerapkan ungkapan dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya di *Google classroom*.
- c. Guru menutup pelajaran dengan mengucapkan salam dan doa.

G. Penilaian Hasil Belajar

9) Penilaian Spiritual dan Sikap Sosial

- a. Teknik : Observasi/pengamatan
- b. Sikap yang dinilai : Ketaqwaan, sopan santun, responsif, kerja sama, disiplin
- c. Observasi : Jurnal guru

10) Penilaian Pengetahuan

Indikator

4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)

- a. Teknik : Mengisi Teks Rumpang
- b. Bentuk : Tes tulis (ketik)
- d. Instrument:

Latihan Soal:

Please choose A, B, C or D to answer the questions below. Text for question number 1- 5.

INDOTEKNIKA CORPORATION

Indoteknika Company gives a scholarship for 100 students of Senior High School. The following requirements should be noticed:

1. High interest in Maths and English

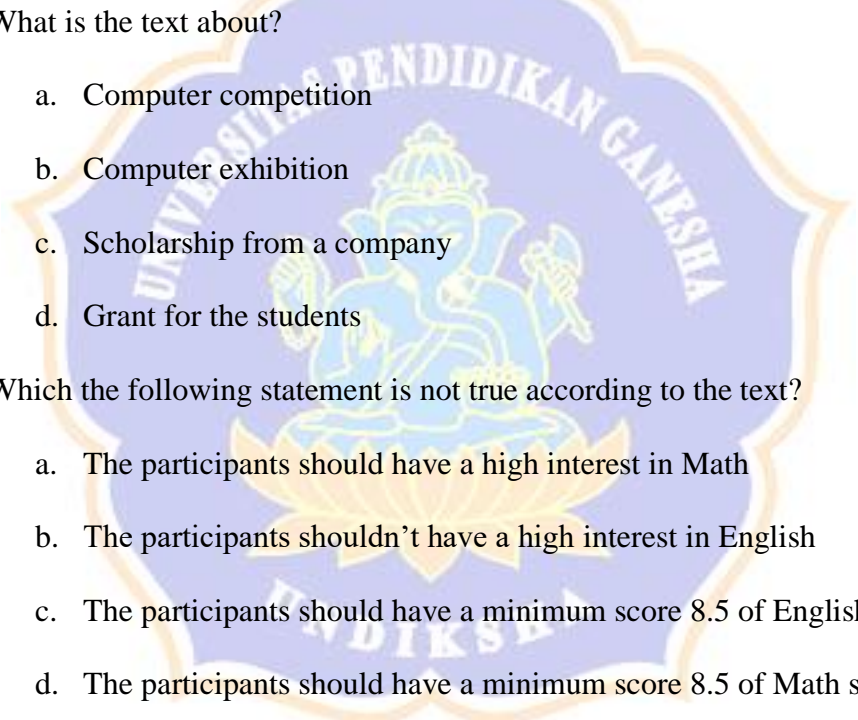
2. Have a Math and English score minimum 8.5
3. Certified for IT course, including Office, Photoshop, Coreldraw, and Autocad.

It is also allowed for Headmaster of the school to give recommendation letter to make a grantee accepted.

For further information, you can
contact us on Telephone : (021)
725-7865

Website : www.indoteknika.com

Email : indoteknika@gmail.com

- 
1. What is the text about?
 - a. Computer competition
 - b. Computer exhibition
 - c. Scholarship from a company
 - d. Grant for the students
 2. Which the following statement is not true according to the text?
 - a. The participants should have a high interest in Math
 - b. The participants shouldn't have a high interest in English
 - c. The participants should have a minimum score 8.5 of English subject
 - d. The participants should have a minimum score 8.5 of Math subject
 3. How much the minimum score of English as the requirement?
 - a. Eighteen point five
 - b. Eighty point five
 - c. Eight point five
 - d. Eight point fifty
 4. How many students that can get the scholarship?

- a. One hundred students
- b. One thousand students
- c. One million students
- d. One students

5. If we need more information we can contact on...*except* a. (021) 725-7865

b. www.indoteknika.com

c. (021) 725-7965

d. indoteknika@gmail.com

KUNCI JAWABAN:

- 1. D
- 2. B
- 3. B
- 4. A
- 5. C

d. Pedoman Penskoran :

$$\text{Total Score} = \frac{\text{Score}}{\text{Max.Score}} \times 100$$



11) Pedoman Keterampilan

Indikator

4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

- a. Teknik Penilaian : Test Lisan
- b. Bentuk Penilaian : Unjuk Kerja / Melakukan Percakapan

c. Instrumen Penilaian :

Instruksi:

1. Siswa membuat teks tulis berbentuk pemberitahuan (*announcement*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.

d. Pedoman Penskoran: Writing

CATEGORY	SCALE			
	EXCELLENT (90-100)	VERY GOOD (80-89)	GOOD (70-79)	POOR (<70)
CONTENT	Dialog is well written, relevant, and meets the requirements of given scenario	Dialog is clear, relevant, and meets the requirements of given scenario	Dialog is somewhat relevant and meets the requirements of given scenario	Dialog is irrelevant and does not meet the requirements of given scenario
GRAMMAR	There are no grammar errors	There are some grammar errors	There are many grammar errors	There are excessive grammar errors
VOCABULARY	Uses rich variations of words which are appropriate with context	Uses many variations of words which are appropriate with context	Uses some variations of words which are appropriate with context	Uses few variations of words which are appropriate with context
MECHANIC (PUNCTUATION, CAPITALIZATION)	There are no error in punctuation,	There are some error in punctuation,	There are many error in punctuation,	There are excessive error in punctuation,

ION, AND SPELLING)	capitalization, and spelling	capitalization, and spelling	capitalization, and spelling	capitalization, and spelling
ORGANIZATI ON	Dialog is thoroughly developed, interesting, and logically organized	Dialog is adequately developed and well-organized	Dialog is somewhat developed but not well-organized	Dialog is poorly developed and organized

Singaraja, 30 November 2020

Guru Mata Pelajaran



Gede Buddhi Jaya, S.Pd., M.Pd.

NIP. 198109162008011008



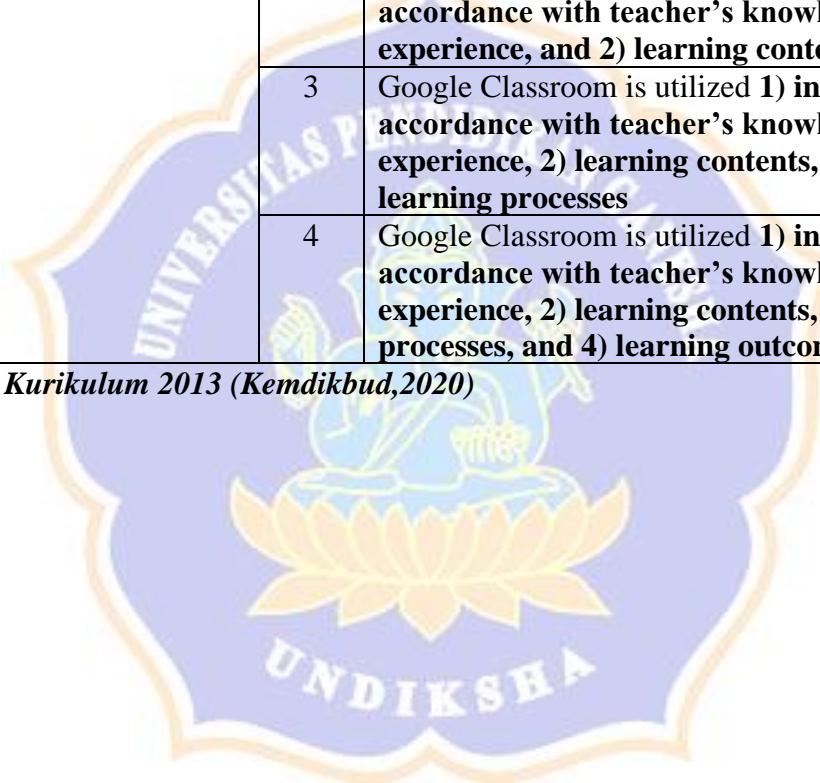
Appendix 2: Rating Rubrics for Teacher's Ability in Preparing Lesson Plans

No	Aspects	Score	Rubrics
1	Relevance of basic competency and learning indicator	1	Learning indicators are 1) stated in simple, clear, and understandable sentences
		2	Learning indicators are 1) stated in simple, clear, understandable, and 2) unified meaningful sentences
		3	Learning indicators are 1) stated in simple, clear, understandable, 2) unified meaningful sentences 3) using operational and measurable words
		4	Learning indicators are 1) stated in simple, clear, understandable, 2) unified meaningful sentences 3) using operational and measurable words 4) relevant to basic competency
2	Relevance of basic competency, learning indicator, and learning materials	1	Leaning materials incorporate principles of 1) authenticity, context, and variation.
		2	Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant to the basic competency and learning indicators.
		3	Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant and 3) consistent to the basic competency and learning indicators.
		4	Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant, 3) consistent, and 4) sufficient to the basic competency and learning indicators
3	Selection of learning Methods or Techniques	1	Selection of learning methods or techniques 1) is based on teacher's ability
		2	Selection of learning methods or techniques 1) is based on teacher's ability and 2) learning materials
		3	Selection of learning methods or techniques 1) is based on teacher's ability, 2) learning materials, and 3) students' characteristics
		4	Selection of learning methods or techniques 1) is based on teacher's ability, 2) learning materials, , 3) students' characteristics, and 4) basic competency as well as learning indicators.

4	Implementing learning procedures	1	Learning step 1) is begun with observation and questioning
		2	Learning steps 1) are begun with observation and questioning, continued with 2) exploration
		3	Learning steps 1) are begun with observation and questioning, 2) exploration, and continued to 3) association
		4	Learning steps 1) are begun with observation and questioning, 2) exploration, 3) association, and 4) completed with communication
5	Conducting learning evaluation	1	Learning evaluation 1) considered an aspect of reliability to basic competency
		2	Learning evaluation 1) considered aspects of reliability and 2) validity of basic competency
		3	Learning evaluation 1) considered aspects of reliability, 2) validity , and 3) objectivity in relation to basic competency
		4	Learning evaluation 1) considered aspects of reliability, 2) validity, 3) objectivity, and 4) consistent with efficiency in terms of time, cost and energy
6	Selection of evaluation instrument and technique	1	Evaluation instrument and technique 1) adhere to basic principles of learning evaluation
		2	Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, and 2) orient to basic competency
		3	Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, 2) orient to basic competency, and 3) relate to learning indicators
		4	Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, 2) orient to basic competency, 3) relate to learning indicators, and 4) evaluate learning process and outcome
7	Selection of learning media	1	Google Classroom is selected based on 1) infra-structure availability in school
		2	Google Classroom is selected based on 1) infra-structure availability in school, and 2) teacher's knowledge and experience with it

		3	Google Classroom is selected based on 1) infra-structure availability in school, 2) teacher's knowledge and experience with it, and 3) efficient learning platform
		4	Google Classroom is selected based on 1) infra-structure availability in school, 2) teacher's knowledge and experience with it, 3) efficient learning platform, and 4) effective learning model
8	Utilization of learning media	1	Google Classroom is utilized 1) in accordance with teacher's knowledge and experience
		2	Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, and 2) learning contents
		3	Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, 2) learning contents, and 3) learning processes
		4	Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, 2) learning contents, 3) learning processes, and 4) learning outcome

Source: Kurikulum 2013 (Kemdikbud,2020)



Appendix 3 : Teacher's Preparation of Lesson Plans

INSTRUMENT A: TEACHER' ABILITY IN PREPARING LESSON PLANS THROUGH GOOGLE CLASSROOM

Lesson Plan 1 (Rater I)

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?		√			

2	How would you rate the relevance of learning materials, learning indicators with basic competency?			√		
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?		√			
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√		
5	How would you rate the relevance of evaluation and learning indicators of EFL?		√			
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?			√		
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?		√			
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√		

Singaraja, 22 December 2020

(Rater I)



(Made Irse Niopani, M.Pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 2

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

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No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?		√			
2	How would you rate the relevance of learning materials, learning		√			

	indicators with basic competency?				
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?			√	
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√	
5	How would you rate the relevance of evaluation and learning indicators of EFL?		√		
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?		√		
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?			√	
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√	

Singaraja, 22 December 2020

(Rater I)



(Made Irse Niopani, M.Pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 3

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?			√		
2	How would you rate the relevance of learning materials, learning			√		

	indicators with basic competency?				
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?		√		
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√	
5	How would you rate the relevance of evaluation and learning indicators of EFL?		√		
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?		√		
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?			√	
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√	

Singaraja, 22 December 2020

(Rater I)



(Made Irse Niopani, M.Pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 4

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?			√		
2	How would you rate the relevance of learning materials, learning			√		

	indicators with basic competency?					
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?			√		
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√		
5	How would you rate the relevance of evaluation and learning indicators of EFL?		√			
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?		√			
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?		√			
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√		

Singaraja, 22 December 2020

(Rater I)



(Made Irse Niopani, M.Pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 1 (Rater II)

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja.
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher's ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?				√	The teacher
2	How would you rate the relevance of learning materials, learning indicators with basic competency?			√		

3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?				√	
4	How would you rate the relevance of learning procedures or steps for EFL ?.				√	
5	How would you rate the relevance of evaluation and learning indicators of EFL?				√	
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?				√	
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?				√	
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?				√	

Singaraja, 22 December2020
(Rater II)



(Maria Cynthia, S.pd., M.pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 2

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja.
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher's ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

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No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?		√			The teacher
2	How would you rate the relevance of learning materials, learning		√			

	indicators with basic competency?				
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?		√		
4	How would you rate the relevance of learning procedures or steps for EFL ?.		√		
5	How would you rate the relevance of evaluation and learning indicators of EFL?	√			
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?	√			
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?		√		
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?		√		

Singaraja, 22 December 2020
(Rater II)



(Maria Cynthia, S.pd., M.pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 3

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja.
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher's ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

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No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?			√		The teacher
2	How would you rate the relevance of learning materials, learning			√		

	indicators with basic competency?					
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?			√		
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√		
5	How would you rate the relevance of evaluation and learning indicators of EFL?				√	
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?			√		
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?				√	
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√		

Singaraja, 22 December2020
(Rater II)



(Maria Cynthia, S.pd., M.pd)
NIP.-

Teacher's Preparation of Lesson Plans

Lesson Plan 4

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans for EFL through Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja.
3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" used to evaluate practicing teacher during the pandemic in 2020 in the State University of Education Singaraja.
4. Please, rate the EFL teacher's ability in preparing lesson plans using your expertise.
5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.
6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.
7. Please do write your comments as concisely as possible to rationalize your ratings.
8. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
9. Thank you.

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No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?		√			The teacher
2	How would you rate the relevance of learning materials, learning			√		

	indicators with basic competency?				
3	How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency?		√		
4	How would you rate the relevance of learning procedures or steps for EFL ?.			√	
5	How would you rate the relevance of evaluation and learning indicators of EFL?		√		
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL?			√	
7	How would you rate the relevance of Information Technology, especially Google Classroom platform for EFL?		√		
8	How would you rate the use of Information Technology, especially Google Classroom platform for EFL?			√	

Singaraja, 22 December2020
(Rater II)



(Maria Cynthia, S.pd., M.pd)
NIP. –

Appendix 4: Teacher Constraints Questionnaire

QUESTIONNAIRE B: TEACHER CONSTRAINTS IN PREPARING LESSON PLANS THROUGH GOOGLE CLASSROOM

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans, students' and teacher's constraints in EFL using Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to identify teacher' constraints or difficulties in preparing lesson plans in EFL through Google Classroom in the SMAN 1 Singaraja.
3. This instrument is used to identify and analyze EFL teacher's constraints or difficulties in preparing lesson plans in EFL through Google Classroom in SMAN 1 Singaraja
4. Please, state difficulties found in preparing EFL lesson plans through Google Classroom in SMAN 1 Singaraja
5. Before you report any difficulties, please rate yourself on the corresponding questions.
6. This instrument is not meant to evaluate your work performance for promotion or other purposes except for research.
7. Your assistance in reporting difficulties related to technical problems as well as shortages in infrastructure is highly appreciated.
8. Thank you.

No	ITEMS	RATING				COMMENTS (Please, explain your reason for rating in such a scale)
		1	2	3	4	
1	a. How would you rate your ability in relating learning indicators with basic competency in preparing lesson plans through Google Classroom platform?			√		
	a. What technical problems or constraints may you find?		√			
	b. What infrastructure shortages may you find?			√		
2	a. How would you rate your ability in relating learning materials, learning indicators with basic competency?		√			
	b. What technical problems or constraints may you find?			√		
	c. What infrastructure shortages may you find?			√		

3	a. How would you rate your ability in relating learning methods or techniques with learning materials, learning indicators with basic competency?		√		
	b. What technical problems or constraints may you find?		√		
	c. What infrastructure shortages may you find?			√	
4	a. How would you rate the relevance of learning procedures or steps?.		√		
	b. What technical problems or constraints may you find?			√	
	c. What infrastructure shortages may you find?			√	
5	a. How would you rate your ability in relating evaluation and learning indicators?			√	
	b. What technical problems or constraints may you find?			√	
	c. What infrastructure shortages may you find?		√		
6	a. How would you rate your ability in relating of evaluation instruments and techniques with learning indicators?		√		
	b. What technical problems or constraints may you find?			√	
	c. What infrastructure shortages may you find?			√	
7	a. How would you rate your ability in relating Information Technology, especially Google Classroom platform in EFL?		√		
	b. What technical problems or constraints may you find?		√		
	c. What infrastructure shortages may you find?			√	
8	a. How would you rate your ability in selecting Information Technology, especially Google Classroom platform for EFL?			√	
	b. What technical problems or constraints may you find?		√		
	c. What infrastructure shortages may you find?		√		

Singaraja 5 December 2020
Teacher,



(Gede Buddhi Jaya, S.Pd., M.Pd.)
NIP. 19810916200801100



Appendix 5: Students' Constraints Questionnaire

QUESTIONNAIRE C : STUDENTS' CONSTRAINTS IN EFL THROUGH GOOGLE CLASSROOM

Direction:

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans, students' and teacher's constraints in EFL using Google Classroom platform in SMAN 1 Singaraja.
2. This instrument is used to identify students' constraints or difficulties in EFL through Google Classroom in SMAN 1 Singaraja.
3. Please, state difficulties found in EFL through Google Classroom as you experienced.
4. This instrument is not meant to evaluate your performance in EFL.
5. Your assistance in reporting difficulties related to technical problems as well as shortages in infrastructure is highly appreciated.
6. Thank you

No	Questions	Answer or Comments
1	Do you own a desktop/laptop/mobile phone ? (Apakah anda memiliki laptop/desktop/hp ?)	a. Yes (Ya) b. No (Tidak) c. Other (Lainnya sebutkan)
2	Can you login to Google Classroom without difficulty without others' assistance? (Apakah anda bisa masuk ke Google Classroom dengan mudah tanpa bantuan orang lain)	a. Yes (Ya) b. No (Tidak) c. Other (Lainnya sebutkan)
3	What account do use to login? (Akun apa yang anda gunakan untuk login?)	a. Akun sekolah b. Akun Google pribadi c. Akun G Suite yang disediakan administrator/ organisasi
4	Can you login without difficulty or other's assistance ? (Apakah anda tidak mengalami masalah atau minta bantuan orang lain untuk login menggunakan akun tsb?)	a. Yes (Ya) b. No (Tidak) c. Other (Lainnya sebutkan)
5	Can you join the classroom ? (Apakah anda bisa masuk ke classroom atau tidak? Lupa sandi atau tidak bisa mengubah sandi ?)	a. Yes. I remember password (Ya, karena ingat kata sandi) b. Yes. I must change password (Ya, saya harus mengubah kata sandi) c. No. I forget password (Tidak, karena lupa kata sandi)
6	Can you switch between accounts?	a. Yes (Ya)

	(Apakah anda bisa beralih antar-akun pengguna ?)	b. No (Tidak) c. Other (Lainnya sebutkan)
7	Can you logout without difficulty or other's assistance ? (Apakah anda tidak mengalami masalah atau minta bantuan orang lain untuk logout?)	a. Yes (Ya) b. No (Tidak) c. Other (Lainnya sebutkan)
8	Can you access Google Classroom ? (Apakah anda bisa mengakses kelas?)	a. Yes. I remember code. (Ya. Saya ingat kode kelas). b. No. I do not remember the code. (Tidak. Saya lupa kode kelas) c. No. I deleted the code. (Tidak.saya menghapus undangannya) d. No. I canceled invitation. (Tidak.Saya membatalkan pendaftarannya)
9	Do you often get troubles to connect ? (Apakah anda sering memperoleh gangguan untuk koneksi ?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
10	Can you post comments through Google Classroom? (Apakah anda bisa memposting komentar?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
11	Can you cancel comments after posting through Google Classroom? (Apakah anda bisa membatalkan postingan komentar?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
12	Do you find problem with e-mail, either in sending or receiving e-mail ? (Apakah anda mengalami masalah dengan e-mail , baik mengirim atau menerima e-mail?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
13	Do you find difficulty in turning assignments through Google Classroom? (Apakah anda mengalami masalah dalam menyerahkan tugas melalui Google Classroom?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
14	Do you get enclosures or handouts from your teacher ? (Apakah anda memperoleh lampiran dari guru pengajar ?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)
15	Does Google Classroom use wrong language? (Apakah Google Classroom menggunakan bahasa yang salah?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya,sebutkan.....)

16	Can you understand EFL through Google Classroom? (Apakah anda lebih bisa mengerti EFL melalui Google Classroom?)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)..... b. No. Explain and give example (Tidak. Jelaskan dan beri contohnya).....
17	Do you think that you like EFL through Google Classroom? (Apakah anda senang belajar EFL melalui Google Classroom)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)..... b. No. Explain and give example (Tidak. Jelaskan dan beri contohnya).....
18	Do you think that you are motivated in EFL through Google Classroom? (Apakah anda lebih termotivasi belajar EFL melalui Google Classroom?)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)..... b. No. Explain and give example (Tidak. Jelaskan dan beri contohnya).....
19	Do you perceive EFL through Google Classroom? (Apakah anda berpersepsi EFL menjadi lebih fleksibel melalui Google Classroom?)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)..... b. No. Explain and give example (Tidak. Jelaskan dan beri contohnya).....
20	Do you perceive EFL through Google Classroom is rich with learning materials, plenty of examples, or varied illustrations? (Apakah anda menilai belajar EFL melalui Google Classroom lebih kaya materi, kaya contoh atau ilustrasi yang bervariasi?)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)..... b. No. Explain and give example (Tidak. Jelaskan dan beri contohnya).....

Singaraja, 7th December 2020
Students,

(.....)
NIP.-

Appendix 6A: Instrument Validation

RELIABILITY AND VALIDITY: TEACHER'S ABILITY IN PREPARING LESSON PLANS, STUDENTS' AND TEACHER'S CONSTRAINTS IN EFL THROUGH GOOGLE CLASSROOM

Introduction

1. The general objective of the present research is to analyze EFL teacher's ability in preparing lesson plans, students' and teacher's constraints in EFL using Google Classroom platform in the SMAN 1 Singaraja
2. The specific objectives are: 1) to analyze teacher's ability in preparing EFL lesson plans, 2) to analyze students' and teacher's constraints in EFL through Google Classroom platform in the SMAN 1 Singaraja
3. The instruments were adopted and translated from "*Rencana Pelaksanaan Pembelajaran (RPP)*" "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020*" or Teacher's Instructional Preparation
4. Despite of the adoptions, the instruments need to be re-validated by experts in EFL. Please tick (√) 1, 2, 3, or 4 on each item to see how much you agree with the instruments.
5. The relative meanings of rating 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree.
6. Please do write your comments after ratings. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
7. Thank you.

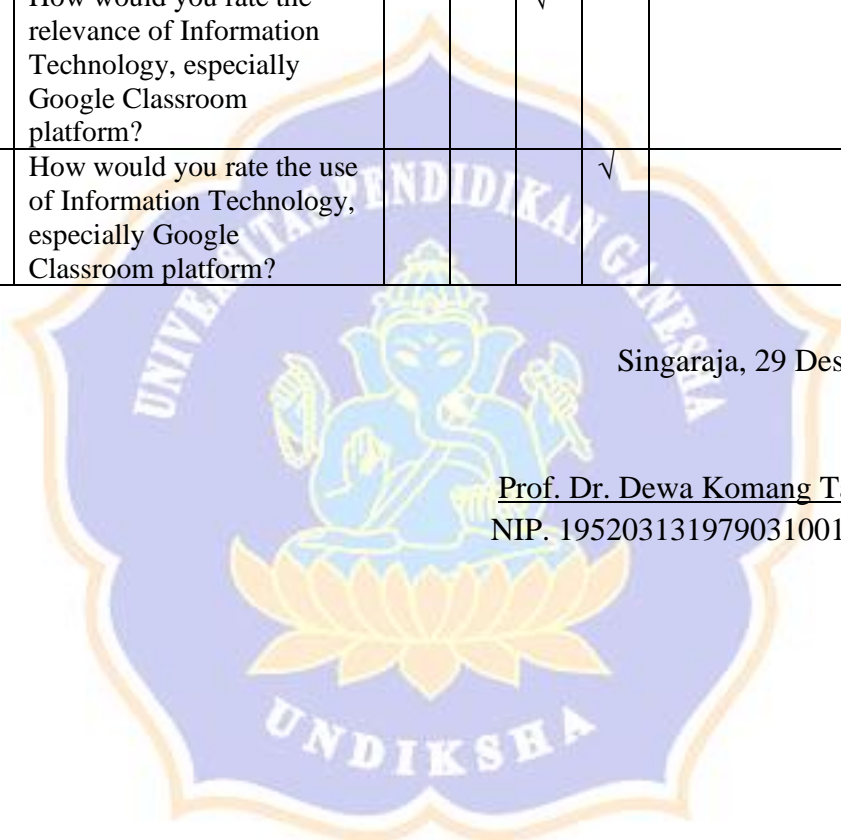
A. PREPARATION OF LESSON PLANS

No	ITEMS	RATING				Comments (Please, explain your reason for the rating)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?			√		
2	How would you rate the relevance of learning materials, learning indicators with basic competency?				√	
3	How would you rate the relevance of learning methods or techniques with learning materials, learning			√		

	indicators with basic competency?					
4	How would you rate the relevance of learning procedures or steps?.				√	
5	How would you rate the relevance of evaluation and learning indicators?			√		
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators ?				√	
7	How would you rate the relevance of Information Technology, especially Google Classroom platform?			√		
8	How would you rate the use of Information Technology, especially Google Classroom platform?				√	

Singaraja, 29 Desember 2020
Judge I)

Prof. Dr. Dewa Komang Tantra, M.Sc.
NIP. 195203131979031001



Appendix 6B: Instrument Validation

RELIABILITY AND VALIDITY: TEACHER'S ABILITY IN PREPARING LESSON PLANS, STUDENTS' AND TEACHER'S CONSTRAINTS IN EFL THROUGH GOOGLE CLASSROOM

Introduction

1. The general objective of the present research is to analyze EFL teacher' ability in preparing lesson plans, students' and teacher's constraints in EFL using Google Classroom platform in the SMAN 1 Singaraja
 2. The specific objectives are: 1) to analyze teacher's ability in preparing EFL lesson plans, 2) to analyze students' and teacher's constraints in EFL through Google Classroom platform in the SMAN 1 Singaraja
 3. The instruments were adopted and translated from "Rencana Pelaksanaan Pembelajaran (RPP)" "Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020" or Teacher's Instructional Preparation
 4. Despite of the adoptions, the instruments need to be re-validated by experts in EFL. Please tick (√) 1, 2, 3, or 4 on each item to see how much you agree with the instruments.
 5. The relative meanings of rating 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree.
 6. Please do write your comments after ratings. Your ratings are not meant to judge your expertise or experiences as language education experts or teacher.
 7. Thank you.
-

B. PREPARATION OF LESSON PLANS

No	ITEMS	RATING				Comments (Please, explain your reason for the rating)
		1	2	3	4	
1	How would you rate the relevance of learning indicators with basic competency?				√	
2	How would you rate the relevance of learning materials, learning indicators with basic competency?				√	
3	How would you rate the relevance of learning methods or techniques with				√	

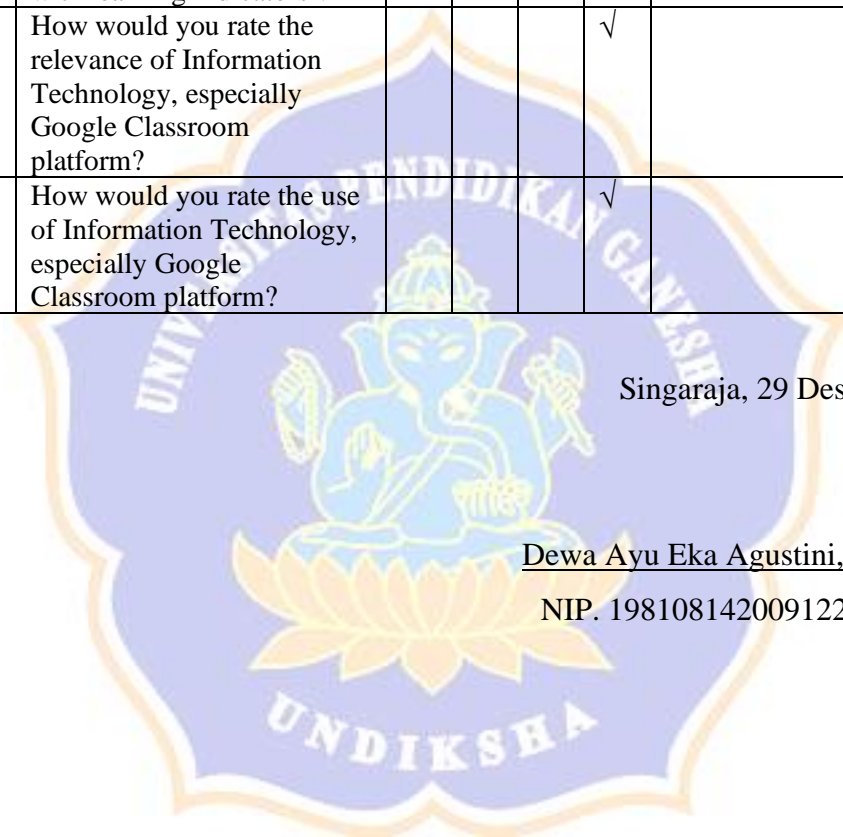
	learning materials, learning indicators with basic competency?					
4	How would you rate the relevance of learning procedures or steps?.				√	
5	How would you rate the relevance of evaluation and learning indicators?				√	
6	How would you rate the relevance of evaluation instruments and techniques with learning indicators ?				√	
7	How would you rate the relevance of Information Technology, especially Google Classroom platform?				√	
8	How would you rate the use of Information Technology, especially Google Classroom platform?				√	

Singaraja, 29 Desember 2020

Judge II)

Dewa Ayu Eka Agustini, S.Pd., M.S.

NIP. 198108142009122002



Appendix 7: Letter of Research Permission



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2695/UN48.7.1/DT/2020

2 November 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Rahayu Kusuma Widya Asari
NIM : 1712021016
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2020/2021
Judul : English as a Foreign Language Learning through Online Platform
in the Senior High School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS